**Lesson Planning Template**

**VT English Education**

**Teacher’s Name:  Brittany Dickens**

**Enduring Understandings/Unit Goals:** The student will understand the concept of characterization.

**Essential Question:**How do can we develop an understanding of visual elements of characterization in order to use characterization in texts?

**Standards Addressed:**

**7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.**

a) Communicate ideas and information orally in an organized and succinct manner.

**7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.**

a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.

c) Identify conventional elements and characteristics of a variety of genres.

d) Describe the impact of word choice, imagery, and literary devices including figurative language.

**Lesson Objective(s):**

- Comprehend the concept of characterization.

- Identify forms of characterization.

- Create a visual representation of characterization.

- Present a visual representation of characterization.

**Materials Needed:**

- "The Invisible Beast" by Jack Prelutsky handouts

- Artwork for "The Invisible Beast"

- Samples of both direct and indirect characterization

- Markers

- Computer paper/Large Post-its/Large notepads (whatever is available)

- Pencils

- Computer

- SmartBoard

**Technology/21st Century Learning:** This lesson uses technology to provide a visual example of a representative image based on the characterization of the poem "The Invisible Beast." This will allow everyone to see an example of what they will be trying to sketch from their excerpts.

**Teaching/Instructional Process:**

**1.  Anticipatory Set/Hook:**The activity will begin with a reading of the poem "The Invisible Beast" by Jack Prelutsky from a volunteer student. The image from the book that goes with the poem will be projected on the SmartBoard. Students will be informed about the different types of characterization, and of which form this poem is a good example (indirect, 3 minutes).

**2.  Process:**

1. The students will receive instructions for their group work activity: Get into groups of 2 or 3. Your group will be given an example of characterization. Your job is to identify what form of characterization you have been given along with what character is being characterized. Once identified, you will sketch your character according to the excerpt you have been given. An example will be provided and explained for their reference (direct, 1 minute).

2. The students will get into their groups (indirect, 30 seconds).

3. The students will be given their characterization examples (direct, 20 seconds).

4. The students will work for five minutes to identify forms and sketch characters (indirect, 5 minutes).

4a. The instructor with monitor student process and assist when necessary.

5. Students will present their sketches with explanation as to why they identified their characters and forms as they did (direct, 3 minutes).

**3.  Check for Understanding/Closure:**This mini-lesson will end with the students writing a line of direct and indirect characterization about themselves on an exit slip (indirect, 2 minutes).

**Independent Practice:** Students will be able to work on their visualization skills when text is provided to assist them. This will help their reading comprehension.

**Differentiated instruction:** This mini lesson helps audio and visual learners when the process and content are being explained orally and the representative examples are projected. The process assists read-write and kinesthetic learners as they decipher what form of characterization, what character they have, and sketch the character. The content is differentiated through the process it is presented.

**Interdisciplinary Components:**Learning about characterization can assist students in subjects that involve historical figures. Students can make inferences and judgments about cause and effect on historical events that involve these figures based on characterization.

**Assessment/Rubrics:** This lesson will assess student progress as they work through their identifying and sketching activity. The students will be assessed through their oral presentation of their sketches and findings. The students will be assessed through the examples they provide in their exit slips.